

Ingle Larkin - Online Learning Experience (OLE) Planning Grid - ITEC 7480 & 7481

7th Grade Life Science – Quarter 1

S7L4. Students will examine the dependence of organisms on one another and their environments.

- Demonstrate in a food web that matter is transferred from one organism to another and can recycle between organisms and their environments.
- Explain in a food web that sunlight is the source of energy and that this energy moves from organism to organism.
- Recognize that changes in environmental conditions can affect the survival of both individuals and entire species.
- Categorize relationships between organisms that are competitive or mutually beneficial.
- Describe the characteristics of Earth's major terrestrial biomes (i.e. tropical rain forest, savannah, temperate, desert, taiga, tundra, and mountain) and aquatic communities (i.e. freshwater, estuaries, and marine).

Student Objectives/Outcomes:	Bloom's Level:	Activities:	Assessments:
Demonstrate in a food web that matter is transferred from one organism to another and can recycle between organisms and their environments.	Remember	<ul style="list-style-type: none"> Complete Ch. 18-2 Reading (<i>Holt Science & Technology – Life Science Interactive Online Edition with audio, leveled reading, and Spanish text/audio</i>) 	
	Understand	<ul style="list-style-type: none"> Complete Ch. 18-2 Directed Reading Worksheet (<i>basic content question and vocabulary</i>) 	<ul style="list-style-type: none"> Instructor feedback based on objective assessment. (accuracy points)
	Remember	<ul style="list-style-type: none"> Quizlet Vocabulary (<i>computer generated flashcards and games, text and audio options</i>) 	<ul style="list-style-type: none"> Student self-assessment
	Remember	<ul style="list-style-type: none"> BrainPop – Food Chains and Ecosystems with self-assessment quizzes. (<i>Animated video with subtitles</i>) 	<ul style="list-style-type: none"> Student self-assessment
	Apply Analyze	<ul style="list-style-type: none"> BrainPop – Food Chain Game Complete/solve teacher generated food webs completing consumer levels, consumer labels, and energy flow arrows. 	<ul style="list-style-type: none"> Student self-assessment
	Create	<ul style="list-style-type: none"> Create a food using Inspiration or PowerPoint; include all consumer levels and labels, energy flow arrows, and narration of food web. 	<ul style="list-style-type: none"> Instructor feedback on the quality of students' ability to create an accurate food web (per rubric objectives)

Explain in a food web that sunlight is the source of energy and that this energy moves from organism to organism.	Remember Understand Remember	<ul style="list-style-type: none"> • Complete Ch. 18-2 Readings • Complete Ch. 18-2 Directed Reading Worksheet • BrainPop – Energy Pyramid with self-assessment quiz 	<ul style="list-style-type: none"> • Instructor feedback based on objective assessment. (Accuracy points) • Student self-assessment
Categorize relationships between organisms that are competitive or mutually beneficial.	Remember Understand Remember Remember Understand and Apply Analyze	<ul style="list-style-type: none"> • Complete Ch. 18-3 Reading • Complete Ch. 18-3 Directed Reading Worksheet • Quizlet Vocabulary • BrainPop – Symbiosis with self-assessment quiz • 4-Square Symbiotic Relationships. For each symbiotic relationship, 4-Square = Write, Define, Sentence, and Illustrate. • Interactions Scenarios – Given descriptions of several interactions, identify relationships between organisms as mutualism, commensalism, parasitism, competition, or predation. 	<ul style="list-style-type: none"> • Instructor feedback based on objective assessment. (accuracy points) • Student self-assessment • Student self-assessment • Instructor feedback on the quality of student's ability to accurately define, explain, and illustrate examples of symbiotic relationships. (per rubric) • Instructor feedback on the quality of student's ability to accurately analyze and evaluate interactions in ecosystems and identify the correct roles each organism plays in that ecosystem. (Accuracy points) • Chapter 18 Test
Attribute that changes in environmental conditions can affect the survival of both individuals and entire species.	Remember Understand Remember Remember Apply and Analyze	<ul style="list-style-type: none"> • Complete Ch. 19-1,2 Reading • Complete Ch. 19-1,2 Directed Reading Worksheet • Quizlet Vocabulary • BrainPop – Carbon Cycle, Water Cycle, and Nitrogen Cycle with self-assessment quizzes. • Nitrogen Cycle Passport Lab – students role-play and travel through the nitrogen cycle as various forms of nitrogen (run off, manure, decaying matter, plant life). 	<ul style="list-style-type: none"> • Instructor feedback based on objective assessment. (Accuracy points) • Student self-assessment • Student self-assessment • Instructor feedback and points based on lab participation/completion, answer accuracy, and quality of student's lab reflections. (Accuracy points)

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S7L2. Students will describe the structure and function of cells, tissues, organs, and organ systems.

- Explain that cells take in nutrients in order to grow and divide and to make needed materials.
- Relate cell structures (cell membrane, nucleus, cytoplasm, chloroplasts, mitochondria) to basic cell functions.
- Explain that cells are organized into tissues, tissues into organs, organs into systems, and systems into organisms.
- Explain that tissues, organs, and organ systems serve the needs cells have for oxygen, food, and waste removal.
- Explain the purpose of the major organ systems in the human body (i.e., digestion, respiration, reproduction, circulation, excretion, movement, control, and coordination, and for protection from disease).

Student Objectives/Outcomes:	Bloom's Level:	Activities:	Assessments:
Explain that cells take in nutrients in order to grow and divide and to make needed materials.	Remember Understand Remember Remember Apply	<ul style="list-style-type: none"> Complete Ch. 4-2 Reading Complete Ch. 4-2 Directed Reading Worksheet Quizlet Vocabulary BrainPop – Diffusion, Passive Transport, Active Transport, Mitosis with self-assessment quizzes. BrainPop Game – Cell Command 	<ul style="list-style-type: none"> Instructor feedback based on objective assessment. (Accuracy points) Student self-assessment Student self-assessment Student self-assessment
Relate cell structures (cell membrane, nucleus, cytoplasm, chloroplasts, mitochondria) to basic cell functions.	Remember Understand Remember Remember Understand Create	<ul style="list-style-type: none"> Complete Ch. 3-2 Reading Complete Ch. 3-2 Directed Reading Worksheet Quizlet Vocabulary BrainPop – Cells and Cell Structures with self-assessment quizzes. Label plant and animal cell diagrams with organelle structure and function Use PowerPoint or Inspiration to create a “Cell City” by creating an 	<ul style="list-style-type: none"> Instructor feedback based on objective assessment. (Accuracy points) Student self-assessment Student self-assessment Instructor feedback based on objective assessment. (Accuracy points) Instructor feedback and points based on completion, accuracy of cell analogies,

		analogy of all the cell structures and functions in comparison to a parallel unit (car, city, stadium, theme park). Post to class page for peer feedback.	graphics, and peer feedback. (per rubric)
Explain that cells are organized into tissues, tissues into organs, organs into systems, and systems into organisms.	Remember Understand Remember Remember	<ul style="list-style-type: none"> • Complete Ch. 3-3 Reading • Complete Ch. 3-3 Directed Reading Worksheet • Quizlet Vocabulary • BrainPop – Human Body with self-assessment quiz. 	<ul style="list-style-type: none"> • Instructor feedback based on objective assessment. (Accuracy points) • Student self-assessment • Student self-assessment • Chapter 3 Test
Explain that tissues, organs, and organ systems serve the needs cells have for oxygen, food, and waste removal.	Remember Understand Remember Remember Apply, Analyze, Evaluate, and Create	<ul style="list-style-type: none"> • Complete Ch. 4-1 Reading • Complete Ch. 4-1 Directed Reading Worksheet • Quizlet Vocabulary • BrainPop – Photosynthesis, Cellular Respiration, and Fermentation with self-assessment quizzes. • Eggcellent Experiment – 5-day lab to demonstrate cellular transport through the use of an egg and household liquid. Report lab through a daily video log of lab, hypothesis, data results, and conclusion slides with audio narration. Post for peer feedback. 	<ul style="list-style-type: none"> • Instructor feedback based on objective assessment. (accuracy points) • Student self-assessment • Student self-assessment • Instructor feedback and points based on completion, sophistication of hypotheses, video log of lab, rationale for conclusion and data results, narration of presentation, and peer feedback. (per rubric) • Chapter 4 Test
Explain the purpose of the major organ systems in the human body (i.e., digestion, respiration, reproduction, circulation, excretion, movement, control, and coordination, and for protection from disease).	Remember Understand Remember Remember	<ul style="list-style-type: none"> • Complete Ch. 22-23 Readings • Complete Ch. 22-23 Directed Reading • Quizlet Vocabulary • BrainPop – Digestive System, Urinary System, Circulatory System, and Respiratory System 	<ul style="list-style-type: none"> • Instructor feedback based on objective assessment. (Accuracy points) • Student self-assessment • Student self-assessment

	Apply Understand Understand, Apply and Evaluate	with self-assessment quizzes. <ul style="list-style-type: none">• BrainPop Games – Build-a-Body and Guts & Bolts• Label the structure and function of each major organ and organ system.• Fetal Pig Dissection – On site OR complete virtual dissection, maintain daily lab manual.	<ul style="list-style-type: none">• Student self-assessment• Instructor feedback and points based on completion and accuracy of diagram.• Instructor feedback and points based on lab manual. (Accuracy points)• Laboratory Exam & Performance Task (accuracy points)
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